Building the Blocks of The Pan African Telecentre and ICT study:

Report of an Evaluation Design Workshop of the Acacia (ELSA) Programme Initiative

Report Prepared By
Sheila Parvyn Wamahiu(PhD)
Consultant
Based on rapportteuring notes by
Linet Miriti

Hosted by the International Development and Research Centre(IDRC), Safari Park Hotel Nairobi August 21-26 2000

Table of Contents

List of Boxes

List of Tables

List of Figures

(I)

INTRODUCTION

At its inception, the most exciting and innovative element of the Acacia Initiative was its proposed Evaluation and Learning System (ELSA). ELSA was conceived as a system of continuous learning and evaluation within which hypotheses are continually generated and tested. In this regard, a decision was taken in May this year to conduct three studies, evaluating the effects of the various Acacia projects on community development, as priority action by ELSA. The studies would focus on (1) school networking; (2) community development; and (3) telecentres. The Regional Office of Southern Africa (ROSA), Western Africa Regional Office (WARO) and Eastern Africa Regional Office (EARO) were designated focal points for each of the studies respectively.

Following its mandate, EARO hosted a workshop in Nairobi between August 21-23 to plan the Telecentre Study. This was the second in a series concerned with laying the foundations for the consolidation of learning from the Acacia Initiative. The Nairobi workshop paved the way for one focusing on the ICT Evaluation Design co-ordinated by WARO. This workshop, also held in Nairobi, followed immediately afterwards (August 24-26, 2000).

The decision to hold a workshop to plan the two studies was based on the premise that it would best encapsulate the spirit and letter of ELSA as originally conceived. The workshop format was designed to allow the active participation of a variety of key stakeholders in the planning and implementation of the Study, instead of leaving it to the "experts".

The selected participants reflected the resolve to involve the key stakeholders in the evaluation design process. Attending the workshop were, among others, the four ELSA research coordinators from Southern, Western and Eastern Africa, MCT coordinators from Mali and Uganda and a senior evaluation specialist from Canada. (See **Annex V: Participant List**)

This report summarises both the Telecentre and the ICT Study Methodology Workshops. It begins with a common introduction following which it is divided into two main sections, the first focusing on the Telecentre Study and the second on the ICT study. Within the two main sections both the process and outcomes of each are described. The products of the workshop, that is, the summary evaluation design, draft research instruments, proposed reporting structure and implementation plan are attached as annexes I, II, III and IV. In last section, summaries of the reporting format and the evaluation study implementation plans are presented.

(II)

THE TELECENTRE STUDY WORKSHOP

2.1 Defining The Parameters

The Workshop Goals and Objectives

The workshop had the two following goals, s articulated by *Florence Etta*, EARO ELSA Evaluation Research Associate:

- To involve stakeholders in deciding the focus, major questions and methods of the Telecentre evaluation; and

- Prepare the evaluation teams to conduct good quality evaluation research of Telecentres.

Specifically, the workshop sought to:

- Determine the evaluation questions;
- Achieve consensus on the data collection instruments;
- Compile/construct the data collection instruments;
- Determine the study design;
- Conduct the methodological training of the ELSA Research Associates (ERAs); and
- Conclude the implementation plan.

The Workshop Structure

Three clear parts are discernable in the Telecentre workshop structure. The first part, providing the conceptual canvas, included the opening remarks by *Eva Rathegeber* and *Alzouma Gado*, as well as presentations by *Florence Etta, Khamathe Sene and Edith Adera.* As such, they were relevant to both the Telecentre and ICT workshops.

The second part of the workshop was taken up by the working sessions, beginning towards the latter half of the first day and continuing to the third day. The aim of the working sessions was to "build" the evaluation design "block by block" by achieving consensus on basic design components, viz. (a) the evaluation issues; (b) the evaluation questions; (c) the data needs and sources; (d) methodology and instruments; and (e) sampling. (See the workshop programme in **Annex VI (a)**

In the concluding part of the workshop, the reporting format for the Regional Synthesis Report and Study Implementation Plan were presented, discussed and consensus reached. An evaluation of the workshop was also done at the end of the two workshops. This is attached as annex VIII.

2.2 *Setting The Stage: The Opening Session*

Box 1 Extracts from the Opening Session

As an experiment, Acacia was supposed to play a big part in the evaluation, using new and participatory approaches. Participation and organisational learning are getting a lot of attention. I think the products of ELSA are awaited. We are starting to come up with experts within Acacia and with partners. I think this will be of use to national governments and other donors.---*Eva Rathegeber, Regional Director, IDRC*

We are under pressure to show tangible results, to tell whether the investments should continue. We have to implement an assessment system that should be participatory, and not left in the hands of a few experts but to all who have an interest. We want it to be a learning process so that we can capacity build the partners so that they can learn. The other is that in the field of ICTs we have not had assessments. We are pioneers....*Gado Alzuma, Coordinator, ELSA*

The workshop was essentially participatory and iterative, designed to elicit the active participation of all those present, and build consensus on critical issues relating to the evaluation design. The participatory process combined the "expert" knowledge of the participants and that of the facilitators with lessons derived from other telecentre and other evaluation studies.

Formal presentations alternating with plenary discussions characterised part of the first day, and included the opening remarks by *Eva Rathegeber, Director of the IDRC Regional Office* in Nairobi and *Alzuma Gado, ELSA Coordinator*. The two speakers emphasized the use of innovative and participatory evaluation approaches, capacity-building, and evaluation as a learning process. These issues formed the subject matter of animated discussions later during the working sessions.

Most of the remaining sessions were activity-centred, using VIPP(Visualisation in Participatory Programs) cards to record individual contributions as well as consensus of the participants, as described in more detail in the following pages. Energisers were used liberally to revitalise the mentally and (sometimes) physically exhausted participants while simultaneously introducing an element of fun into the process.

The workshop process was guided by two external *facilitators*, one (*Fred Carden*) from the Evaluation Unit of IDRC headquarters in Ottawa, and the other (*Sheila Wamahiu*), an independent consultant. The choice of facilitators who were external to the Acacia project was strategic as it ensured objective and impartial development of the process and workshop outcomes.

Box 2 Using VIPP Cards as Building Blocks

1. Write one idea per card
2. On each card, do not write more than three lines
3. Write legibly using mixed cases
4. Follow the colour or shape code of any suggested by the facilitator
5. Post on wall or VIPP board as instructed by the facilitator

An external consultant, *Linet Miriti*, was engaged by IDRC to be the *Rapporteur-General*. Selected participants took turns to assist her with note-taking during the sessions. Highlights of daily proceedings were summarised each day by the Rapporteur-General and presented on the following mornings by *Alzouma Gado*.

Drawing the Context

Power point was also used by *Edith Adera*, Acacia Program Officer, IDRC at Nairobi, to present an overview of the thirty-five Acacia Telecentre Projects spread over seven countries in sub-Saharan Africa. Tracing the Telecentre Projects from 1997 when they were first established, the speaker noted the two levels of involvement of IDRC in the funding of the telecentres. First, are those in four strategy countries, namely South Africa, Uganda, Senegal and Mozambique. In these countries IDRC has spent CAD $ 1.85 million on the establishment and development of the telecentres. Second, are the jointly funded projects in Uganda and Mozambique as well as Mali, Benin and Tanzania. These projects are funded in partnership with United Nations Education, Scientific and Cultural Organisation (UNESCO) and International Telecommunications Union (ITU), with IDRC investing CAD $ 0.8 million. It was pointed out that the level of development of the telecentres varies from one country to another.

The presenter informed the participants that in addition to the above, the Acacia project had also generated resources and studies invaluable to those with an interest in the development of community-based telecentres. **(See Annex VII)**

In her presentation, *Florence Etta* besides delineating the goals and objectives of the workshop, attempted to set the parameters of the Telecentre Study in relation to the ICT Study. She observed that though both the studies had a common subject matter, the difference between the two would lie in a difference in perspective. She suggested that the unit of observation and analysis for the Telecentre Study should be the Telecentre itself while for the ICT Study, it should be the community (i.e. humans in single units or in groups such as traders, youth, CBOs, farmers or non-human effects like policies).

Box 3 Two Sides of the Same Coin?

The Telecentre is situated within a community with the intention to influence, to lead to improvements in the lives of poor and marginalised communities. It would therefore seem impossible to research Telecentres without examining their effect on surrounding communities. Conversely, it would appear to be unrealistic to investigate the effects of ICTs on community development without targeting Telecentres, which have been the most popular model for the introduction of modern ICTS in the Acacia Initiative.----*Florence Etta in her Presentation: Pre-Working Session*

Sene, in his presentation, highlighted the relationship of ICTs to development. Concurring with Etta's suggestion that the ICT study focus on the community, he identified the following as the central question for the ICT and Community Development study:

> *Has the social and economic situation of African communities been modified in a significant way by the introduction and utilisation of ICTs through the interventions of projects implemented in the framework of the Acacia Initiative?*

He also suggested specific questions and objectives for the proposed evaluation. A word of caution was sounded from the floor on the use of terminology such as "African communities" since this tended to be too general and vague. Said the participant: "*We have to be more specific (...) and focus on the communities that have been touched by the ICTs*". (Alzouma, in response to Sene's presentation).

The South African Case

The presentation by, *Peter Benjamin*, a consultant closely associated with the South African Telecentre project, focused on "communities touched by the ICTS". He presented the findings of an evaluation of telecentres carried out in South Africa in 1998. The study covered both the IDRC and non-IDRC funded telecentres. The findings of the study indicate that

- The legacy of apartheid is still evident in the telecommunications sector with the White South Africans continuing to dominate it.

- Though there were about 700 community ICT projects, 12 of which were IDRC funded, many tended to be ill equipped while others were established but not operational. For example, out of the 63 USA telecentres covered in the study, 23 were found to have both telephones and computers, 21 did not have any telephone, while 19 were not operational due to the lack of any equipment or other problems.

Box 4 Recognising the Ripple Effect

I agree that there are early adoptees. We need to make a distinction between the users and those who benefit. If the only people we are considering are the educated, we will miss out on who the other beneficiaries are. It is a tradition in Africa that one person can benefit others. For example, one person going to school can read newspapers to others. How wide do the benefits go? What is the range of stakeholders in a telecentre, for example, the competitors? We have to understand that they can create a wide range or positive and negative impacts.----*Peter Benjamin responding to comments from the floor.*

- There is a demand for telephony with phoneshops seeming to be popular and functional.

- Computer training works especially when it is accredited.

- Telecentres in the urban areas are more profitable with rural areas needing more support.

Among the key findings related to learning were:

- Technology is necessary but not the main factor for the success of telecentres;

- The main factors appear to be (a) manager her/himself: the energy, commitment, skills; (b) community linkage; (c) location of the TC; (d) marketing; (e) adaptation;

- Entrepreneurship;

- Computer is not synonymous with information system;

- More focus is needed on services and information support

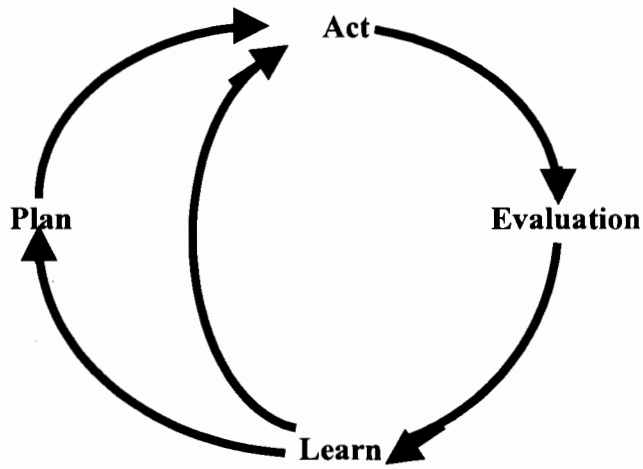
Learning from Evaluations

Picking up on Benjamin's presentation, *Fred Carden* emphasized that evaluation was not only about *accountability*, but was also a *learning tool*. As a learning tool, he observed, the proposed evaluation would be useful to telecentre managers, donors, the project implementation team and the community as a whole in a variety of ways.

He also highlighted a paradigm shift in evaluation research, originally perceived as an activity conducted by detached outsiders, to a more participatory exercise involving a diversity of stakeholders in more recent times. This had enhanced the feeling of ownership in the stakeholders.

The Kolb Learning Cycle, with its emphasis on acting, evaluation, learning and planning as represented diagrammatically below (Figure 1), was shared by Peter Benjamin with the workshop participants.

Figure 1The Kolb Learning Cycle



2.3 Building The Blocks: The Evaluation Components

Big Questions, Small Questions; Big Issues, Small Issues

In plenary discussions, the importance of clear conceptualisation, clarification of terms and consistency of use, right from the beginning, was emphasized by the workshop participants. It was felt essential that agreement on the use of the word 'impact" be attained and the decision taken on whether the evaluation would aim at identifying the *impact* of telecentres on development, or whether it was even possible to do so. Participants underscored the fact that many of the telecentres were still "young" and hence may not have had any *meaningful impact*. It was agreed that it would be more realistic to focus on the "outcomes" and "effects" of telecentres at this stage of their development. As such, it was recommended that the term "impact" would be substituted by the words "outcome" and "effect" in the Evaluation Design.

Box 5 The Telecentre as a Catalyst

We have to be cautious about how much we attribute to the telecentres. We might overcompensate. I would suggest that you try to capture the telecentre as a catalyst. I was reading about a woman who had increased her production from chicken business because she got information from the internet. The telecentre may have been a catalyst but she might have had her other strengths.---*Eva Rathgeber, Response from the Floor*

Participants were warned against attributing all positive effects on an individual or community to the existence of telecentres. It was further noted that development is a complex process and the outcome of multiple factors and not of any single intervention. The necessity of identifying the indirect effects---both beneficial and harmful---of telecentres was also emphasised.

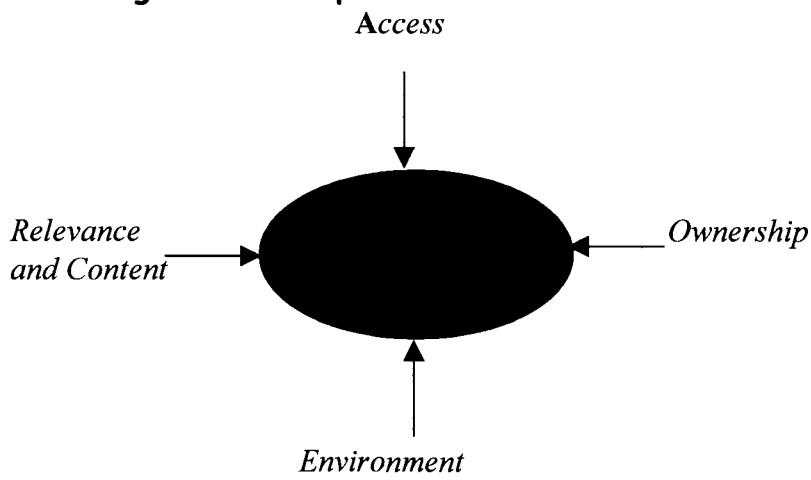
In order to identify the major issues and sub-issues that should be covered by the proposed evaluation, each participant in the plenary session was asked to write down, on colour-coded VIPP cards, one or two issues she/he felt was important. The VIPP cards were then collected by the facilitators and, through a visual and participatory process, posted on the walls according to emerging themes and sub- themes. This was the first step in building the blocks that were to make up the evaluation design matrix. The initial clustering of the issues is presented on Table A.

Table 1 Major and Sub Issues Identified by Participants

Major Issues	Sub-Issues
Sustainability	♦ How telecentre is to be sustained after expiry of donor period ♦ How to attain social and financial sustainability ♦ What improvements to be made to ensure sustainability ♦ Opportunities, limitations of the community to support and sustain TCs ♦ Services most and least sustainable
Relevance	♦ Categories of users and non users by age gender, socio-economic conditions, education level and status ♦ Expectations of community ♦ Major clients ♦ How telecentres have increased gender equity ♦ Accessibility
Usefulness	♦ Content availability ♦ How relevant the telecentre is
Ownership	♦ Modalities of ownership ♦ Management models ♦ Type of telecentres
Policy environment	♦ State of infrastructure ♦ Levels of technology ♦ Effectiveness of technologies ♦ Involvement of rural areas
Outcomes and effects	♦ Social, economic and political effects ♦ Awareness of presence of telecentres ♦ Contribution to economic development
Lessons learnt	♦ What has been learnt?
Achievements	♦ Achievements of the telecentres
Community capacities	♦ Community capacities to run the telecentres ♦ Contribution of the community in setting up of the TCs

A concern was raised, however, that the issues identified would be far too many for the evaluation team to cover effectively within the time and resources available for the exercise. A brainstorming session ensued to reach consensus on what issues to focus on. Several proposals were floated. One recommendation was to focus on sustainability (including ownership), access, environment, relevance and content. Another suggestion was to consider environment and access, content and sustainability. A third proposal maintained that sustainability should be considered as the central issue with each of the other issues, viz. access, relevance and content, ownership and environment, having an impact on it. (See Figure 2)

Figure 2 A Proposed Focus of the Telecentre Study



Sustainability was perceived variously as

- The ability to attract donors
- The capacity to generate own funds
- Financial sustainability
- Institutional sustainability; and
- Programmatic sustainability

After considerable debate, the issues were collapsed into four broad themes. These were:

Sustainability -which was to include issues of ownership and management as well as community capacities.
Relevance- including content.
Environment -political, physical, social and technological environments were included in this category.
Access -where information regarding users and non -users was to be incorporated.

It was agreed that issues relating to "lessons learnt" and "achievements" were crosscutting issues and therefore should be addressed under the four major issues identified above.

With the main issues identified, participants, in four small groups, were tasked with formulating major and sub questions based on the issues already identified. The questions and sub-questions were posted on the walls/boards against the appropriate major issues. Once a group had completed its task, its members were asked to walk over to critically view the work of the other groups. In case they wanted to make any suggestions, they were able to do so by writing them on a different coloured card, and posting them in the relevant section of the wall. For example, one

of the observations made regarding the questions on environment was that these should be adapted to suit the local context. Table B below summarises the questions and sub-questions that were generated by the various groups.

Table 2 Major Questions and Sub-Questions by Issues

Issues	Major Questions	Sub-Questions
Sustainability	♦ What factors contribute to TC sustainability? ♦ What is the extent of community involvement? ♦ What are the implications of this involvement on TC management, sustainability? ♦ Do they have capacities to use and manage TCs?	♦ What factors influence sustainability? ♦ What partnerships/services influence sustainability? ♦ What are the existing management and ownership models? ♦ What kind of capacity-building support is needed? ♦ Have core users of TCs emerged?
Access	♦ For which groups do TCs increase access to ICTs and information services? ♦ How is access related to sustainability?	♦ Who are the users and non-users? ♦ What is the most effective type of TC access? ♦ What is the impact of sensitisation and marketing on TC use?
Environment	♦ What influence has the economic environment had on TC development? ♦ What influence has the socio-cultural context had on TC development? ♦ What influence has the political environment had on TC development? ♦ What influence has the technological environment had on TC development?	♦ Is there real demand for TC services? ♦ What are the economic activities of user communities ♦ What are the attitudes of people toward TCs? ♦ What are their perceptions? ♦ Does the government have ICT policies? Does the government policy support private sector involvement? ♦ Does policy address universal access? ♦ Does government policy address infoethics? ♦ Does the technology work in rural settings? ♦ What are the technology levels?
Relevance and content	♦ How useful and appropriate are the services? ♦ How useful and appropriate is the content?	♦ What are the service and delivery approaches? ♦ What types of TCs exist? ♦ What are the most effective types of TC access? ♦ What are the experiences of creating local content? ♦ To what extent is the content localised? ♦ How can the content be localised?

Identification of Data Needs and Sources

The questions, once formulated, provided a base for the next "building block" which was the type of data required for addressing the sub-questions and the sources from which they could be obtained. This they did, working in the same four groups as in the previous session. Once again the data needs and sources were recorded by the different groups on colour and shape-coded VIPP cards. These cards were then posted on the wall in separate columns next to the corresponding sub-questions.

Analysis of the data needs and sources per question/sub-question reveal the general consensus by participants on several issues:

Box 6 Discovering People's Knowledge

In Africa, we forget that we have an oral culture. We have to deal with people as resource persons. They have a lot of information in their heads.--- *Amadou Diouff, Workshop Participant*

When we look at data needs, we must look a little lower and see what is happening locally. ---*Richard Kibombo Workshop Participant*

In terms of understanding the development of telecentres, it is important to have input from individuals, not only from documents.---*Fred Carden, Facilitator*

- The need for both quantitative (*statistical*) and qualitative *(perceptual and contextual)* types of data;
- The importance of utilising secondary data from existing household surveys, baselines, need assessments etc. as one of the data sources, but not just concentrating on these to the exclusion of primary sources;
- The need to use documentary sources that might be available in the field, e.g. telecentre logs and registers, minutes of meetings, bills, price lists etc.;
- Community members (both users and non-users), community leaders and TC staff as valuable sources of primary data;
- The importance of collecting disaggregated data (by gender, age, socio-economic group, ethnicity, religion and any other significant category as deemed relevant to a specific context); and
- The need to obtain data from various levels---national and local---but focusing more on the latter level in order to evaluate effect of telecentres on communities.

The detailed outcome of the discussions above is indicated in table C below.

Table 3 Major Issues by Data Needs and Sources

Major Issue	Data Needs	Data Sources
Sustainability	♦ Number of users ♦ Revenue from services and contributions ♦ Number of partners ♦ Prices of services ♦ Level of replication of TCs in the area ♦ Number of computer trainees ♦ Literacy rates ♦ Services needed ♦ Services available	♦ Community (users, non users other providers) ♦ TC staff (managers, volunteers, information officers) ♦ Itemised bills ♦ Income, expenditure statements ♦ Price lists ♦ Telecentre log sheets ♦ National statistics ♦ Previous studies
Access	♦ TC users and non- users ♦ TC beneficiaries ♦ TC affordability ♦ Price elasticity ♦ Detail of telcom usage and destination of calls ♦ Barriers to usage ♦ TC competitors	♦ Telecentre user logs ♦ Previous household survey. ♦ Community leaders (teachers, religious leaders) ♦ Price lists ♦ Itemised bills ♦ Telephony costs and destinations ♦ Key groups(women, youth,) ♦ National surveys
Relevance	♦ User statistics ♦ Non- user statistics ♦ Service descriptions ♦ Description of delivery approaches ♦ Attitudes to usage ♦ Usage expansion ♦ Description of adaptations ♦ Description of process and products ♦ Description of content	♦ User logs ♦ TC documents(fliers, timetables, brochures) ♦ Telecentre staff ♦ Reports
Environment	♦ Employment statistics ♦ State of infrastructure such as electrification, and personal computer access ♦ Type of technology ♦ Availability of power ♦ Type of equipment ♦ Income levels and market growth ♦ Telcom policies ♦ Statistics on taxes and tariffs ♦ Teledensity and PC penetration	♦ Household survey ♦ Technical specialists ♦ Chambers of commerce ♦ Telcom providers ♦ ITU reports ♦ Internet service providers ♦ National gazettes ♦ Government statistics ♦ Baseline studies

How do we do it? Selecting Evaluation Methods and Developing Instruments

Box 7 Criteria for the Selection of Methods

- Data needs
- Time
- Cost
- Skills and competency of researchers
- Sample size
- User friendly

Source: Workshop Participants Brainstorming Session Day Two

Box 8 Data Needs First.

We have to start from our needs. What data do we need to have? Do we want figures or do we want qualitative data? We are not choosing a method then we get the data. We determine the data we want then choose the methods. For example, if we want to know the number of users then we will have questionnaires. If we want to know the expectations or how people feel then we need a qualitative approach. We need to start from what we need to know.--*Alzouma Gado, workshop participant*

In a plenary session, participants brainstormed to come up with the criteria that would be used to select methods that they would use in the evaluation to gather the data. (See Box 6). However, it was pointed out that though the other criteria might be important, not only were *data needs* the most critical one in the choice of methods, but also in determining the overall evaluation approach, that is, whether the evaluation would use quantitative, qualitative or a combination of both approaches.

Time was identified as another important though limited resource in the evaluation. Participants were encouraged to bear in mind the time that would be available for the evaluation as they planned and more so when taking decisions on the methods that they would use.

During the discussions, the following issues were underscored:

- The importance of using local people in the evaluation process, so as to build and institutionalise local research capacity and learning. Training local researchers was seen as a way of sustaining local institutions with Mali cited as an example where local researchers had been trained;

- Involvement of the local communities right from the beginning by explaining the evaluation process to them and ensuring that they get a feedback on the outcomes;

- Careful planning of the fieldwork taking into account people's time and availability to participate in the process and have their voices heard; and

- The need to triangulate data sources and methods to ensure the richness of the evaluation and validity of the process.

A prepared summary sheet of the strengths and weaknesses of various methods was distributed to the participants to help them identify and match various methods with the data needs and sources. In addition, in the plenary, specific methods like the Focus Group Discussion (FGD), were discussed. Participants were advised to consider carefully before selecting any particular method. For example, it was pointed out that the FGD was a difficult method to use because it took a lot of planning and required skilled facilitators.

The identification of the methods was done in small groups as before, with members within the smaller groups being given the choice of working in dyads or triads. The methods to be used for obtaining data from specific sources were recorded on the VIPP cards, and added on to the wall at the appropriate places. A select group comprising the two facilitators and two participants were asked to ensure that the methods identified were appropriate and adequate for obtaining the data required to answer the evaluation questions.

The methods identified by the participants included:

- Document analysis
- Individual interviews (semi-structured/unstructured)
- Questionnaire
- Focus group discussions
- Observations
- Personal case histories

Though the household survey was initially recommended as a method to be used in the evaluation, after some debate it was agreed that it would not be very efficient way of obtaining relevant data for the study. It was argued that the household survey was a more appropriate tool for the ICT study. It was also observed that it was too early to evaluate the impact of telecentres on individual households.

Participants felt that there was too much of emphasis by certain groups on documentary analysis at the expense of other equally, if not more, useful methods. For example, observation methods were omitted by the group working on sustainability. Similarly, the group focusing on the environment, was silent on the use of fieldwork methods including questionnaires, interviews and observations.

Additional "blocks" were contributed by individual participants as they did a gallery walk, noting the gaps on the "walls" and critically observing the appropriateness of methods suggested.

On the third and last day, "meat" was added to the identified methods as participants began the process of developing the evaluation instruments. By the end of the session on instrumentation, participants had constructed first drafts of documentary analysis checklists, interview guides and questionnaires. (The drafts are attached as **Annex III)** This they did through group work in the same groups that had been used earlier. Two approaches were used by the groups, viz. some used VIPP cards to record the various items that would go into the instruments while others recorded the instrument-content on flip charts. The big and small questions raised on the first day formed the basis of content of the draft instruments. It was agreed that the draft instruments would be refined later by EARO assisted by a consultant.

Sampling Decisions

Before working on the instruments, however, a session on sampling was held. In this session, sampling criteria and types were discussed first in four small groups, three of which were region-based, and then in the plenary. Among the decisions taken in this session of relevance to the development of the evaluation design were:

1. The use of control groups

2. The use of a comparative approach in the selection of samples

3. The use of different sampling methods to suit the various instruments (e.g., quota sampling, cluster random sampling)

Sampling, it was observed, needed to be done at least two levels, i.e. (a) sampling of the telecentres; and (b) sampling of the informants/respondents. Discussions on each of these are summarised in the following pages.

Choosing the Telecentres

The three regional groups came up with sampling criteria as indicated in boxes 9, 10 and 11.

Box 9 Sampling Criteria WARO Group

- Acacia and non acacia
- Geographical localisation(rural and urban)
- Sample and control group
- Maturity

Source: Regional Group discussions

Box 10 Sampling Criteria EARO Group

Rural and urban

- Age of telecentre
- Ownership
- Services offered

Source: Regional Group Discussions

Box 11 Sampling Criteria ROSA Group

- Representativeness
  - Rural urban
  - Good and bad
  - Ownership
- Services offered
- Maturity
- Users and non -users

Source: Regional Group Discussions

The fourth group developed criteria based on the needs of the jointly-funded projects.

Each of the four groups recorded group consensus on sampling on flip charts. The outcomes of the group discussions, supported by the flip charts, were presented in the plenary session that followed. The criterion presented as "good-bad" telecentres generated considerable debate. *Peter Benjamin*, sharing experiences from South Africa, argued that important lessons could be learnt from studying "failures" as well as "successes". However, the use of "good-bad" as a criterion was rejected because of its subjective nature.

It was agreed that telecentres in the study sample would be selected on the basis of the following criteria:

- *Geographical location: Rural and urban*

It was realised that there is a need to target telecentres both in the rural and urban areas. This is useful in getting comparisons between the two. It was also felt that the issue of accessibility, that is, distance of the telecentres to households and the availability of transportation, should be considered when selecting the sample.

- *Level of maturity: "Young" and "old" Telecentres*

The age of telecentres varies from those that have just barely started and those that are "mature". Important lessons can be learnt from those that have had a slow start as well as those that took off immediately. Thus the need to target telecentres at various stages of development.

- *Acacia and non -Acacia telecentres*

In some places, both Acacia and non-Acacia telecentres exist. In addition there were some that were jointly funded. It was important to ensure that all these different categories of telecentres are represented in the sample.

- *Type of ownership and management*

Telecentre ownership/management ranges from community to privately owned. The usefulness of targeting telecentres having different management models is to see what lessons can be learnt from each of the models, it was suggested.

Box 12 The Models of Telecentres

For me the dilemma is, should we look at a phone shop as a telecentre? If it does not provide email and internet services, is it going to be useful?---Richard Kibombo, Participant from Uganda

Everything depends on the type of models that we are proposing. This is the crucial issue. We should not lose sight of the fact that they evolve in an environment that is competitive. We need to look at the models and look at the experiences of the different models.---Alioune Camara Participant from Senegal

For me the telecentres is a simple thing. It can be multi-purpose. We have to make sure what we mean by it as the way we see it is not the way others see it,---Alioune Camara, Participant from Senegal

- *Type of services offered*

Participants also agreed that in sampling the telecentres, the different types of services offered by them should be considered. For example, the West African region identified internet access, data processing services, telephone and fax as some of the services offered at the telecentres.

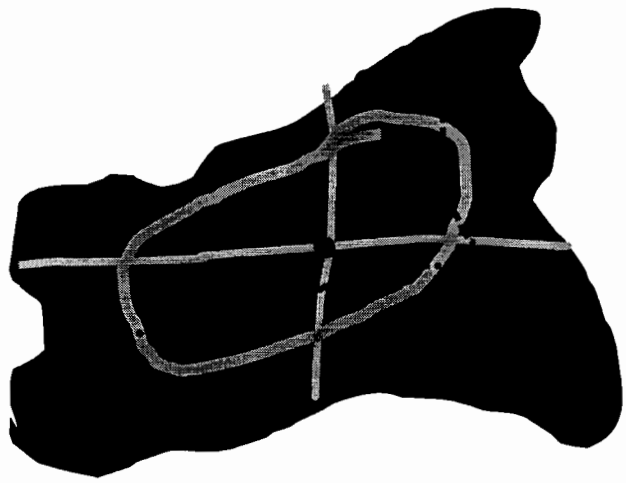
- *Type of Centre by Energy Source*

Another sampling criterion that was suggested was the source of energy used by the telecentres. It was noted that not all telecentres, especially in the rural and remote areas used the same power sources. However, not all participants were agreed on whether this should be used as a universal criterion in selecting the sample telecentres.

Selecting the Interviewees

Workshop participants agreed on the need for rigour in the selection of the interviewees (informants and respondents), and that the interviewees should include both users and non-users. To ensure representation of users and non-users, *Peter Benjamin* shared a method that he had used in a previous study in South Africa as presented in figure 3. The method used for sampling for the South African study was drawn as follows:

Figure 3 Telecentre Catchment Area Sampling



(i) A dot (●) representing the telecentre was drawn in the middle of a sheet of paper;

(ii) With the dot, the boundaries of the catchment area were drawn;

(iii) The main road running through the catchment area was drawn ---from the South African experience, people usually came from further, along the roads.

(iv)Lines were drawn from North to South and East to West, intersecting through the dot, to make four zones;

(v) An inner circle was drawn inside the boundary of the catchment area, dividing each of the four zones into two, to make a total of eight zones. The sample for the study was then drawn from each of the eight zones. This included those that were regarded rich and those regarded as poor. Gender and age was also considered when sampling. This ensured that the sample was as representative as possible.

The presentation generated heated discussion. Although most participants felt that it was a useful and innovative sampling method, the importance of peer acceptance of the methods used was emphasised. It was also observed that care had to be taken when selecting the actual households for the study.

It was also recommended that community opinion leaders, other relevant stakeholders such as the telecom staff, Internet service providers and government officials, be included in the samples for the proposed evaluation.

Eva Rathgeber, who closed this particular session, highlighted the following points:

- Ensuring acceptability of the evaluation findings by demonstrating rigour in the research design and data collection procedures;

- Utilising existing data where available instead of re-inventing the wheel, e.g. some types of demographic data might be found in the District Commissioner's office;

- Identifying proxies to measure household income since people do not readily volunteer income-related information. Examples of proxies include: ownership of cattle, ownership of radio, ownership of other household appliances;

Box 13 Ensuring Women's Voices are Heard

...A second factor is sex. Women may be less drawn to use the telecentres than men. Women tend to have less time, less interest, trying something new. They have less disposable income. How do we ensure that we talk t women using the telecentre? You may want a sample of medium or poor households. We know time and time again that the person to talk will always be the husband. He will not know what his wife or wives think of the telecentre. He will not care very much. If our aim is to bring more women to use the telecentres, then we obviously want to speak with women... In the household we have to talk to al adults.

Eva Rathegeber contributing to the sampling debate

- Using a sampling methodology that will guarantee the inclusion of both telecentre users and non-users.;

- Making women's voices audible. Interviewing one person in a household did not automatically mean that the perceptions of all people in that household were going to be represented. The study would need to take deliberate action to include women's voices;

- Including young people in the sample;

- Keeping the instruments short, clear and precise.

(III)

THE ICT STUDY WORKSHOP

3.1 Setting the Parameters

The ICT workshop was similar to the Telecentre one in structure. It built on what had been done in the previous workshop using the same facilitation techniques and following a similar process. *Fred Carden*, co-facilitator of the workshop, ensured continuity with the Telecentre workshop. Brought on board as facilitator was *Ousmane Seye Raymond*, a consultant contracted by WARO.

It had two main parts. In the first, Sene introduced the ICT study. The *Opening Remarks* were delivered by *Alione Kamara*. Sandwiched between these was a session where discussions on the objectives for the study took place.

The second part of the workshop focussed on the working sessions. An afternoon was set aside for a tour of Nairobi by the participants. The free afternoon also served as an energy booster for the participants who had been through three days of hard work and deliberations. (The workshop programme is attached as **Annex VI b)**

Table 4..... b ***The Evaluation Objectives and Questions***

Alione Kamara set the parameters of the workshop by declaring that African communities did not need technology for its own sake but to promote development. The purpose of the evaluation would be to assess whether or not the Acacia project had helped in the development process in Africa.

Ousmane Seye Raymond presented the objectives of the proposed evaluation as follows:

1. To determine the reaction of the African communities with regard to the introduction of ICTs in the development process;
2. To determine the acquisition of ICTs (knowledge, know how and equipment) by the African communities in the framework of the experiences put in place;
3. To determine the utilisation of ICTs by the communities in their development process; and
4. To determine the socio- economic changes brought about by the utilisation of ICTS at the level of community, organisational dynamics and individuals.

Justifying the need for the evaluation, *Sene* noted that there was need for a confirmation of the relationship between ICTs and community development. He posed the key question in the study to be whether *"the social economic situation in Africa has been modified in a significant way by the introduction and utilisation of ICTs in the Acacia initiative"*. He went on to say that there are questions that needed answers, which had to have concrete examples from the communities. He outlined the specific questions of the study as follows:

1. What are the problems posed by the introduction of ICTs at the community level?
2. What are the mechanisms that must be implemented to ensure successful introduction?
3. What are the different acquisitions (knowledge, know-how) and the utilisation of the ICTs by the communities? To what degree (quantitative) and in what sense (qualitative) have the utilisation of the ICTs modified the social, economic and community situations?
4. What are the conditions for the appropriation of ICTs by grassroots communities?
5. What role can ICTs play in the development of grassroots communities in the following areas
   - Access to education and training services
   - Access to health services
   - Employment and creation of income generating activities
   - Participation of the populations in the management of their community affairs.
6. What are the perceptions of the populations and the decision makers on the use of ICTs?
7. What is the contribution of the Acacia initiative on the capacity building of national actors (state, telecommunications operators, NGOs etc) to create environments favourable to the access of communities to ICTs?

Box 14 Has Information Technology Helped Africans?

We can be optimistic and say that Information technology has helped African communities. On the other hand is a negative perspective that priorities for Africa are elsewhere like building schools employing teachers and digging wells. The third one is that ICT is part of the world and we cannot close our eyes. This opinion means that Africa should have strategies.--- *Alione Kamara, Participant from Senegal*

Table 4..... b ***Developing The Design: The Workshop Outcomes***

Through group work participants identified the major issues that were to be covered by the evaluation. The issues identified by the groups were as follows:

- Community participation
- Community response
- Access
- Outcomes and effects
- Applications and content
- Environment

Each of these issues are discussed in more detail below:

Community Participation

Group discussions were also used to determine whether

- the communities were involved in the introduction of the ICTs;
- they were involved as key actors in the process and not only as passive beneficiaries; and
- community interest was kept in mind when ICTs were introduced.

Participants were reminded that community means different things in different contexts.

Table 4 Major Issues: Community Participation

Major issue	Major Question	Sub- Question
Community participation	What was the process of introducing ICTs in the Community?	♦ Was the introduction of ICTs based on Community interest? ♦ How was the community involved
	What is the current nature of community involvement?	♦ What is the current role of the contribution and responsibility of the communities?

Community Response

A debate arose as to what terminology would best describe the issue of community response. Through brainstorming, the group discussing this came up with words such as receptivity, reaction and response. Eventually consensus was reached at the plenary on the word "response". It was further agreed that the evaluation would cover both positive and negative responses by communities to the introduction of ICTs.

Participants felt that through the evaluation, the socio-cultural barriers to the use of ICTs should be identified. It would seek to answer the question: How has the community as a whole responded to the introduction of the ICTs? It was agreed that community in this case should be viewed as a pluralistic entity comprising different groups of people --- women, youth, disabled and the poor just to mention a few.

Box 15 Community Responses

We are faced with technology transfer. In the cycle of the transfer we have to see the reaction----whether the community liked it or not.... We can not talk about changes without reactions....You have to envisage that you can have a negative reaction.---
OusamaneSeye workshop facilitator

Community response was broken down into major questions and sub questions during group work as indicated on table 5 below.

Table 5 Major Issues: Community Response

Major Issue	Major Question	Sub- Question
Community response	What has been the community response to the	♦ What is the community response to introduction of ICTs? ♦ What are the community attitudes towards ICTs?

	ICTs?	♦ How knowledgeable are the communities of the ICTs? ♦ How have community practices changed with the introduction of ICTs? ♦ Are there barriers towards usage (socio- cultural, political, financial or economic)? ♦ How can knowledge, attitudes and practices be changed for effective use of the ICT use?

Access

Within the context of the proposed evaluation, it was suggested that access would cover how communities were using the ICTs in the development process. The barriers to the use of the ICTs would also be included, as would the extent of usage, categories of users and non-users.

Table 6 Major Issues: Access

Major issue	Major Question	Sub- Question
Access	Is there equitable access to ICTs by all groups---youth women and the poor?	♦ What is the nature and extent of use? ♦ Who are the users and the non-users?
	Are any social groups excluded from accessing the ICTs?	♦ How are ICTs located in relation to the communities? ♦ How have the communities used the technologies?
	In what areas have ICTs been used?	♦ What are the barriers to usage? ♦ In what activities have ICTs been used?

Outcomes and Effects

In the plenary discussions, a participant suggested that *effects* be taken as a crosscutting issue. However, it was pointed out that there was the risk of forgetting or overlooking the effects altogether during data collection. The group thus agreed that effects should remain an independent issue, but subsumed under other sections while drafting the instruments. Within this context, the evaluation should seek to find out whether

- there has been any effects (positive or negative) after the introduction of the ICTs;
- any improvements had resulted from the introduction of ICTs at the community level in the various sectors.

The measurement of effects was pointed out as another area that required careful consideration. An example was given of Timbuktu where baseline surveys took stock of the situation before the

commencement of the projects. The major questions and sub-questions are presented in table 7.

Table 7 Major Issues: Effects /Outcomes

. Major issue	Major Question	Sub- question
Effects /outcomes	What are the changes that can be observed in the communities from the ICT use?	♦ Have ICTs contributed to community capacity building? ♦ What are the improvements in social welfare, employment and income? ♦ What are the negative unintended outcomes? ♦ Have ICTs empowered marginalized groups—women, youth, the disabled and illiterates?

Applications and Content

In the group that discussed applications, all VIPP cards were written in French and hence part of this section will be in French.

Table 8 Major Issues Applications and Content

Major issue	Key Questions	Sub-Questions
Applications and content	How was local content created?	How was the ICT project received by the target communities?
		What is the relevance of ICTs?
		To what extent has ICTs facilitated the acquisition of knowledge?
		What are the skills required for the creation of the local content?
		What is the contribution of the local communities to the development of local content?
Technology	What is the technological context?	What are the technologies that existed before the commencement of this project? What technologies were introduced by the project?
		What types of technologies are used by the users?
	To what extent is the technology useful and sustainable?	Is the technology appropriate for the community?
		How adaptable are the technologies?
		To what extent have the ICTs facilitated the development of an aptitude for technical skills?

Environment

The political, technological, social and technological environments of the ICTs were identified as important aspects that required investigation. Policy issues and the availability of infrastructure were highlighted as areas that should be focused on in the evaluation. It was also observed that physical location of the ICTs should constitute an item in the study. The examples of Uganda and Timbuktu, where access was limited due to the physical location of the ICTs, were cited.

Box 16 Ensuring a Conducieve Environment

We have a unique case in Uganda where location is affecting the access. The MTC is located at a place where there is a court and a police station. The youth are definitely afraid of coming to the centre fearing arrest by the police for various other reasons. The MCT is located at the sub- council offices.---*Hajj Mulindwa, Participant from Uganda*

In Timbuktu the hospital was first seen as the best place to set up the ICT. It was then realised that it was not working very well. Three months later it was realised---you know the hospital is not he best place to be in. It was changed and we have seen there has been an improvement.---*Diallo, Participant from Mali*

Identifying Data Needs and Sources

As the groups discussed the major and sub-questions, they went on to identify

- various types of data that would be needed;
- sources where these data could be obtained; and
- research instruments that would be used to collect the required data from the various sources.

There was a consensus that both perceptual and factual data would be important in the evaluation process. Table 9 summarises the outcomes of the discussions on data needs and sources.

Table 9Major Issues, Data Needs, Sources and Methods

Major issue	Data needed	Data sources	Methods
APPLICATIONS AND CONTENT	♦ Nature of community ♦ Information needs of community	♦ Community member themselves ♦ Baseline studies ♦ NGO's document ♦ Project files document	DA II DA FGD
	♦ Stages of the product ♦ Nature of services offered	♦ Project document files ♦ Project management	FGD II DA
	♦ Nature of application	♦ ACACIA PO ♦ ICT operators ♦ ICT documents	DA II FGD
	♦ Process and procedures of creation of content	Technicians, different categories of specialists	II DA
	♦ Curricula (agriculture, health education etc.)	♦ Project management ♦ Project documents ♦ Project management	II FGD
TECHNOLOGY	♦ Description of technologies existing before the project ♦ Technologies developed by the project	♦ Project documents ♦ Project beneficiaries ♦ Reports on the project activities ♦ Project management	II DA Q FGD
	♦ Characteristics of the technologies ♦ Different uses	♦ Non users/users ♦ Project management ♦ Documents	Q FGD II DA
	♦ Technical description of equipment ♦ Users statistics ♦ Nature of adaptations	♦ Project management ♦ Project documents ♦ Service providers	
	♦ Processes and methods for the acquisition of technological disposition	♦ Project management ♦ Other partners ♦ Project documents ♦ Staff	II DA FGD
Community participation	♦ Description of the introduction process	♦ Project documents ♦ Community members ♦ Minutes of meetings ♦ Project coordinators ♦ Involved institutions ♦ Individuals	KII DA

	♦ Description of community involvement eg role and responsibilities ♦ Records of community contribution(material and financial)	♦ Constitution legal conditions ♦ Financial records ♦ Project docs eg reports and minutes ♦ Community leaders, representatives(LMC) ♦ NAC	DA FGD KII
Community response	♦ Opinions, statements ♦ Expressions of community members ♦ Description of attitudes and practices of communities, project staff and local communities	♦ Community members ♦ Project staff ♦ Local leaders ♦ Ethnographic documents ♦ Minutes of community meetings ♦ Project reports ♦ Anecdotal records	O DA Survey FGD KII
Access	♦ % of non users ♦ Type of non users ♦ No. of users ♦ Type of users ♦ Services used ♦ Frequency of use ♦ Barriers to use	♦ User logs ♦ Local and national statistics ♦ Community ♦ Baseline survey reports and other reports ♦ Service providers(managers, staff etc)	DA FGD KII Survey
Effects/outcomes	♦ Negative effects ♦ Side effects ♦ Statistics on employment, income, etc ♦ Number of people trained in ICTs ♦ Number of individuals and organisations using ICTs for development purposes ♦ Community benefits	♦ User logs ♦ Community ♦ Baseline studies and other documents	DA FGD KII Survey

Sampling Decisions

In regional groups, the participants discussed the sampling criteria for the ICT study. The outcomes of the group discussions are highlighted in boxes 17 and 18 below.

Box 17 EARO Sampling Criteria

1. Stage of implementation
   - ❖ Baseline data
   - ❖ Training needs assessment
   - ❖ Development of materials
   - ❖ Installation of equipment
   - ❖ Maturity
   - ❖ Implementation
2. Location (referring to the project country
3. Target group

Source: Group work

Box 18 BRACO Sampling Criteria

1. Maturity
2. Geographical localisation
3. Target groups
4. Sectors:
   - ❖ Health
   - ❖ Education
   - ❖ Entrepreneurship
   - ❖ Natural resources
5. ICTs that have had problems launching

Source: Group work

In a plenary session, participants discussed further the group presentations. Explaining the inclusion of implementation stages as a sampling criterion, a participant in the EARO group cited the case of Kenya where most of the projects have not reached the evaluation level. She went on to inform participants that in Kenya there are projects that were approved two years ago but have not put equipment on the ground. Such projects should be included in the study so that lessons for the next phase can be drawn. Another suggestion was that each of the regions decides on their sampling criteria. Uganda was used as an example where a lot of projects are going on even though they began one year after Senegal.

Developing of Instruments

As in the first workshop, participants developed instruments for the study in small working groups. These are attached as **Annex II(b).** Among the instruments identified were key informant interviews, focus group discussion guides and document analysis guides.

The Way Forward

Reporting the Findings

Sheila Wamahiu presented draft-reporting format for the telecentre study **(See Annex III)**. It was proposed that the reports should have five major parts as follows:

i. Introduction
ii. The Evaluation Process and Procedures
iii. The Context of Telecentres
iv. The Evaluation Findings

- Major evaluation issues
- Country Specific Issues

v. Conclusions

From the discussions that followed participants agreed that there was a need to have a similar outline for all the countries so that there can be some commonalties. It was further agreed that each country develops a national report. These reports will be synthesised into a Pan African report. The national reports will enable drawing of comparisons and differences as well as learning lessons from different countries. In the section on the context of telecentres, it was also suggested that the Acacia programmes be described.
Ousmane Seye Raymond presented a similar reporting structure for the ICT study.

Next Steps

As the two workshops drew to an end, it was imperative that participants agreed on the way forward. *Florence Etta* presented an implementation plan for the evaluation exercise for the telecentre study. (**Attached as Annex IV**). In the plan, presentation of the regional report before an international audience crowned the evaluation process. The presentation was visualised as a launch that would help to sensitise the global community as well as mobilise resources for expansion of the ICT projects.

A number of issues were raised during the discussions that followed the presentation. Attention was drawn to the importance of

- thinking of other ways of sharing the evaluation findings with the key stakeholders, including community members;
- getting people from different countries to learn from one another;
- initiating a consultative process in the preparation of the regional report;
- ensuring that the key documents including the reports are translated;
- publishing the report;
- giving feedback to the telecentre users and managers;

In response to specific queries, it was clarified that individual country proposals were detailing the specific evaluation plans were necessary and were expected to be sent to EARO within a week of the end of the current workshop. The proposals, participants were informed, should have detailed budgets that would be used to prepare the Project Approval Documents (PAD). At the same time, each office was also expected to do their PADs within two weeks.

The two workshops ended on an optimistic note. Despite the tight schedule, the objective of coming up with an evaluation design was achieved.

Annex I(a)

Evaluation Design Matrix- Telecentre Study

SUSTAINABILITY					
Major Issues	Major Question	Sub Questions	Data needed	Data Sources	Method
Sustainability Continuity of Telecentres in terms of social economic dependency	What factors contribute to TC sustainability?	What factors Influence Sustainability • Economic • Infrastructure • Attitudes • Education • Knowledge • Employment • Social • Political	• Number of users by location gender education level etc • Revenue from services and contributions	• Community users • local leaders • other providers	KII DA
		What partnerships Influence Sustainability Local Regional national International	Number of partners	• TC operators • mangers • volunteers • Informattion officers	DA KII
		What services Influence sustainability? • Adoption • Affordability • Local Demand • Services Offered and needed • Services offered and not needed	• Services • Level of adoption • Level of local demand • Number of services needed and those available • Level of replication of TC in the area • Number of computer trainees	• Itemised bills • Income expenditure statements • Price lists • User Logs • National statistics • Previous studies	DA KII
	What are the implications of community involvement in TC?	• What is the extent(Breadth and depth)of community involvement? • What are the current ownership models? • [illegible]at are their	• Training and mentoring activities • What type of capacity support exists	• TC operators • mangers • volunteers • Community users • local leaders other providers	FGD KII

		strengths and weaknesses? • Do communities have the capacity to use and manage the TC			
ACCESS					
Major Issue	**Major Question**	**Sub Question**	**Data needed**	**Data sources**	**Method**
Access: Ability to use the services	For which groups do TCS access to ICTs and information Services?	Who are the Users and non-users? • Occupation • Religion • Ethnicity • Socio-economic status • Urban-rural • Political status • Disabled • Age • Education • Literacy • Sex • Distance to telecentre	• TC users • TC non- users • Beneficiaries • Affordability of prices • Price elasticity • Details of telcom usage and destination of calls • Barriers to usage • Competitors to the TC	• TC user logs • Household survey • Price lists • Itemised bills • TC staff • Users	DA KII
	Do communities have the capacity to manage and use the telecentre?	• What training exists for the user and other community members? • What is the impact of sensitisation and marketing?		• TC staff • Community members	KII
ENVIRONMENT					
Major Issue	Major Question	Sub Question	Data needs	Data Sources	Methods

Environment	What influence does the environment have on TC development?	• Is there real demand for TC services? • What are the economic activities of user communities?	• Employment statistics • Utilisation views • Infrastructure statistics • Types of technology • Power availability • Income levels and market growth	• Previous reports • TC staff • House hold surveys • Technical specialists	DA KII
	What influence has the socio cultural context had on the TC?	• What are the peoples attitudes regarding the TC?	• Attitudes of community	• Community members	FGD KII
	What influence has the political environment had on TC development?	• Does the government have ICT policies? • Does government policy support private sector? • Does government policy address infoethics? • Does government policy address universal access PC penetration? •	• Telecom policy statements • Statistics on taxes and tariffs • Teledensity and PC penetration • Details on banned websites	• Chamber of commerce • ITU reports • ISP providers	DA KII
	What Influence has the technology environment had on TC development?	• What is the technology infrastructure (pre and post-telecentre)? • Does the technology work in rural settings? • What are the technology levels?	• Teledensity • PC penetration	• TC staff • Telcom providers	KII
RELEVANCE					
Major Issue	Major Question	Sub Questions	Data needs	Data sources	

Relevance	How Useful and appropriate are telecentre services?	• What are the services offered? • What are the delivery approaches? • What are the necessary adaptations required to make the TC more relevant?	• Use statistics • Service descriptions • Attitudes to usage	• Telecentrre observation • Timetables and TC brochures • User logs • Community members • TC staff	DA O Q KII
	How useful is the content?	• What are the experiences of creating local content? • To what extent is the content localised • How can content be localised?	• Content materials at the TC • User statistics • User attitudes • Community attitudes • Description of process and products	• TC documents • User logs • TC staff • Users • Community	DA KII FGD

Annex I(b)
aluation Design Matrix- ICT study

Applications and Content

Major issue	Major question	Sub- question	Data needed	Data sources	Methods
APPLICATIONS AND CONTENT	How was local content created?	How were the ICTs received by the community?	Nature of community Information needs of community	Community member themselves Baseline studies NGO's document Project files document	DA II DA FGD
		What is the relevance of ICTs?	Stages of the product Nature of services offered	Project document files PO Project management	FGD II DA
		To what extent do the ICTs have facilities for the acquisition of knowledge?	Nature of application	ACACIA PO ICT operators ICT document	DA II FGD
		What are the competencies required for the creation of local content?	- Process and procedures of creation of content	Technicians, specialists in the different sectors	II DA
		What is the contribution of the community to the creation of content	- Curricula (agriculture, health, education etc.)	Project management Project documents	II FGD
TECHNOLOGY	What is the technological context?	What sort of technologies existed before the project? What technologies were introduced by the project?	Description of techniques existing before the project. Techniques developed by the project?	- Project documents - Project beneficiaries - Reports on project activities - Project management	II DA Q FGD

		Wh[illegible]re the types of te[illegible]logies by users?	Characteristics of technologies Different uses	Non users/users Project management Documents	Q FGD II DA

To what extent is the technology useful and sustainable?	...e technology appropriate for the com *CURRICULUM INNOVATION IN EAST AND SOUTHERN AFRICA REGION (ESAR): THE CHALLENGES OF GENDER AND HIV/AIDS EDUCATION* **A paper presented at the Women Educational Researchers of Kenya (WERK)**	Technical description of equipment Users statistics	Project management Inform... ...technicians Project documents Service providers	what is the level or nature of use of technology

		How 'aptable are th technologies	Nature of adaptations		What are the adaptations made ?
		To what extent do the ICTs have the facilities for the acquisition of technical attitude?	What are the processes and the methods for the acquisition of technical attitude?	Management committee Other partners Project document Project staff	II DA FGD

Community Participation and Response

Major issue	Major question	Sub questions	Data needs	Data source	Methods
Community participation	What was the process of introducing ICTs in the community?	Was the introduction based on expressed community needs? How was the community involved?	Description of the introduction process	✓ Project documents ✓ Community members ✓ Minutes of meetings ✓ Project coordinators ✓ Involved institutions ✓ individuals	KII Doc. Review
	What is the current nature of community involvement?	What is the current role of the community? The contribution and responsibility of the communities?	✓ Description of community involvement eg role and responsibilities ✓ Records of community contribution(material and financial)	✓ Constitution legal conditions ✓ Financial records ✓ Project docs eg reports and minutes ✓ Community leaders, representatives(LMC) ✓ NAC	DA FGD KII

Community response	What has been the community response to ICTs?	What is the community response to the ICTs? What are the community attitudes towards ICTS? How knowledgeable are the communities of the ICTs? How have community practices changed with the introduction of ICTs? Are there barriers towards usage?(socio cultural, political, financial/economic) How can KAP be improved for effective ICT use?	Opinions, statements expressions of community members Description of attitudes and practices of communities, project staff and local communities	✓ Communitv member ✓ Project staff ✓ Local leaders ✓ Ethnographic documents ✓ Minutes of community meetings ✓ Project reports ✓ Anecdotal records	O DA Survey FGD KII

Access, Outcomes and Effects

Major issue	Major questions	Sub-question	Data needs	Data sources	Methods
Access	Is there equitable access by all groups - youth, women the poor? Are there social groups excluded from accessing ICTs What are the sectors that use ICTs?	✓ What is the nature and extent of use? ✓ Who are the users and non-users? ✓ Who is using and not using? ✓ How are ICTs located in relation to the communities location? ✓ How have communities used the technology? ✓ What are the barriers to use? ✓ In which activities have ICTs been used?	✓ %of non users ✓ Type of non users ✓ no. of users ✓ Type of users ✓ Services used ✓ Frequency of use ✓ Barriers to use	✓ User logs ✓ Local and national statistics ✓ Community ✓ Baseline survey reports and other reports ✓ Service providers(manger staff etc)	DA FGD KII Survey
Effects/outcomes	What changes can be observed in the community from ICT use?	Has ICT usage contributed to community capacity building? Improvements in social welfare? Productivity? Employment income etc.? What are the unintended effects? Have ICTs empowered marginalized groups, women, youth, disabled, illiterate?	✓ Negative effects ✓ Side effects ✓ Statistics on employment, income, etc ✓ Number of people trained in ICTs ✓ Number of individuals and organisations using ICTs for development purposes ✓ Community benefits	User logs Community Baseline studies and other documents	DA FGD KII Survey

Sustainability

Telecentre Staff / Managers / Committee

i) What are the patterns of the users of the telecentre
- Are there numbers of users increasing or decreasing?
- Which groups are using the telecentre more
- Which services are used more (or less) by which groups?
- Are there some core users who use the centre often, or is it mainly used by people only occasionally?

ii) Which groups or individuals do not use the telecentre?
- What reasons (barriers) might there be why they don't use the telecentre?
- What could you do to encourage more users of the centre?

iii) Are there other beneficiaries of the telecentre who are not users? (e.g. teacher reports to class)

iv) Is the telecentre profitable?
- At the level of covering operating costs, paying salaries, covering equipment replacement, repayment of capital
- Which services are profitable? (check level of understanding)

v) How do you decide on the prices of the services?
- Do prices cover costs, how much profit do they make?

vii) Can people afford the services?
- Are there people who do not use the services because they are too expensive?
- If the prices were decreased, would many more people use the services?

vi) How do you identify and assess user needs; and how do you develop new services to address these needs? Can you give examples?

vii) Does the wider community support the telecentre?
- If Yes, how does the community contribute / support the telecentre?
- Has the level of support increased or decreased?
- What have been the successes / problems?

viii) Is there competition in the area (other places people can get the same services, -If so, why do people do to the telecentre or the competition?

- How can you get more people to come to the telecentre?

ix) If (when) there are problems with the technology, how do you deal with this?

- What technical problems can you solve yourselves?
- Do you have a service contract?
- Do you send the equipment somewhere (e.g. nearest city); or wait for some 'assistant' to come and fix?

x) How is the staff employed?

- Are they volunteers or paid
- Full-time or part-time
- Contracted or informal

xi) What education, skills and training do the staff / managers / committee have?

- Are there additional skills that are required?
- What training would you prioritise for the telecentre?
- Do users have sufficient training to use the telecentre services

xii) How well do the 'other 2' function (staff / manager / committee)
(e.g. if talking to staff, ask about the manager and committee)

- Who owns the telecentre?
- Who makes decisions in the telecentre (e.g. on who to hire, what prices for services, new services, what to do with any profits?)

<u>Key informant interviews for: Key Community Leaders</u>(e.g. teacher, priest, women's leader, small business leader, key community organisation)

i) What are the aims of your organisation, and how is it doing?

ii) How does your organisation need to communicate & what info does it need?

- Can the telecentre help in providing this information & communications
- Do you use the telecentre? (Why?)
- Are there other services that you would like the telecentre to offer?

ii) What is your perception of the telecentre? (Place, people, services)

- Do you see the telecentre as an asset or a problem in the community?

iii) Do you have any influence on how the telecentre is run?
- If no, would you like to have
- Is the telecentre well run? (Why?)
- Can people afford to use the telecentre?
- Which people use the telecentre?
- Are there people or groups that are excluded from using the telecentre? (Why?)
- Is there any way the telecentre can better support your and your organisation?
- Is there any way you and your organisation can support the telecentre?

Key informant interviews for Telecomm Staff

i) What is your perception of the telecentre? (Place, people, services)
- Do you see the telecentre as an asset?
- What are the successes / problems of the telecentre?
- Is the telecentre well run? (Why?)
- Do you have any influence on how the telecentre is run?
- If no, would you like to have

ii) What is your policy on Universal Access?
- Do you have mid – or long-term plans for new services in this area?
- Do you have plans to develop other telecentres?

Key informant interviews for: Donors

i) What is your perception of the telecentre? (Place, people, services)
- Do you see the telecentre as an asset?
- What are the successes / problems of the telecentre
- Is the telecentre well run? (Why?)

ii) Is the telecentre meeting its objectives?
- Providing access to ICTs
- Developing services of use to development
- Financial sustainability

iii) Does the telecentre report to you adequately?

iv) Have you conducted any evaluation on the telecentre?

v) What plans do you have in the future for telecentres?
vi) If you were setting up another telecentre, how would you do it differently?

Key informant interviews for Government Authority (For local government, and officials from national / central government).

i) What is your perception of the telecentre? (Place, people, services)
- Do you see the telecentre as an asset?
- What are the successes / problems of the telecentre
- Is the telecentre well run? (Why?)

ii) Does the telecentre support your own development goals?

iii) Would you like other telecentres to be set up in the area?
- If yes, how could you support this?
- How could the telecentre support what you are doing in the future?
- How could you support the telecentre in the future?
- What future plans do you have that could link with the telecentre (e.g. AIDS information campaign)

FGD GUIDES
i) Ownership
- Who owns the telecentre?
- What is your view regarding the current model of ownership?
- How should the telecentre be owned?

ii) Management
- What is the current management structure?
- How would you want the TC to be managed to ensure its sustainability?

iii) Capacity
- Does the community have the capacity to own, manage and use the telecentre?
- Does the staff have the capacity to manage the telecentre?

- Does the local management committee have the capacity to plan, supervise TC operations. Link the community with the TC and Mobilise resources?

iv) Training

- What type of training is needed to bridge the capacity gaps for the community staff and local management committees?

v) Community contribution

- What is the community's contribution towards the sustainability of the telecentre in terms of;
- Financial and material contribution
- Overseer/advisory roles
- Establishment of management structure
- Promotion of local capacity building
- Sensitisation and mobilisation
- Planning, monitoring and implementation of TC activities

Environment

Political Context

i) Is there state Telecomm monopoly?
ii) Is there a private sector telecom provider?
iii) Is there tax on ICT related equipment and services?
iv) What is the percentage of taxation on ICTs?
v) Is there an ICT regulatory body?
vi) Does Government Licensing obligate ICT providers to develop rural access (incentives, taxes, threats)
vii) Is any ICT related technology banned?
viii) Is any website banned?

Socio- cultural Environment

i) What do you like or dislike about the telecentre?
Would you recommend friends and relatives to use the telecentre?
How far is the telecentre from your home?
ii) What do you use the telecentre for?
iii) Do you appreciate the services?
Do you find the telecentre management helpful?
Do you find the telecentre staff friendly?
Do you feel safe?

Technological Context

Document analysis

i) Telecom regulations
ii) Universal access regulations
iii) ICT policies
iv) Baseline surveys---What technology pre and post telecentre?
v) What laws have effects on TCs

In-depth interviews with telecom providers and chamber of commerce

i) what technology have you invested in TCs
ii) What has been your experience with this
iii) What are the costs of technology?
How have government regulations affected technology?

Economic Context

Guidelines to the document analysis

i) Are there any government subsidies?
ii) What is the nature of subsidies?
iii) Are there rural credit schemes?
iv) What are the telecentre budgets?

Household Survey Documents analysis

Levels of income
Levels of economic activity
Levels of employment
Demographics

Telecentre Documents Analysis

Income and expenditure
Donor contributions
Revenue

Access

Document analysis

i) What documents are available which describe the telecentre activities?
ii) Analyse registration forms user log per service fliers and brochures
iii) Describe all services offered
iv) Analyse documents that describe the delivery approaches

v) Analyse user logs for least and most used services
vi) Analyse user statistics to see which groups are the least and most users
vii) Analyse for frequency of use by groups

Key Informant Interview Guides

i) What services do telecentres offer?
ii) What are the challenges in offering the services?
iii) What are the delivery approaches?
iv) Are the delivery approaches effective?
v) Have you tried to improve the services?
vi) What innovations have you adapted to expand usage of telecentres?
vii) What services are used most?
viii) What are the reasons for these patterns?
ix) How would the services be improved?

Observation Guides

i) Observe the telecentre layout
ii) What services can you see being offered?
iii) What equipment can you see?
iv) What equipment are unused?
v) Observe the staff attitudes towards users.
vi) Observe how TC staff deals with the multiple services.

Questionnaire

i) What are the services do you use at the telecentres?
ii) For what purpose do you use those services?
iii) Which services have you found useful?
iv) Which ones are the least useful and why?
v) What other services would you like to be offered but are not currently offered by the TC?

FGD guide

i) Do you find the TC services useful? (Explain)
ii) What is your view on the delivery of services at the TC?
iii) How can the TC services be made more useful?
iv) Which of the services do you use least and why?
v) What should be done to enable you use these services more?

vi) Are you aware of any changes made at the TC to expand its usage?
If yes, have these been successful?

Content

Document Analysis

i) List of existing Documents with brief descriptions of the content
ii) Analyse document available.

Key informant Interview Guides

i) Is the telecentre relevant for the users?
ii) Are the materials localised? e.g. are there CD – ROMs in local languages?
iii) Are the materials appropriate for the different users?
iv) Are users satisfied with contents?
v) What innovations have been made on the content

Observation

i) Observe if users are satisfied with content.
ii) Observe regularity of visits.

Appendix II (b) Draft Research Instruments ICT Study

Technology and Content

Document Analysis

(i) Description of communities by information needs
(ii) Format of presentation of content
(iii) What capacities are needed for creation of local content

Focused group Discussions

(i) Did the level of satisfaction change types of services offered
(ii) Types of content available
(iii) What are your experiences in creation of local content
(iv) What are the technologies that existed?
(v) What are the technologies introduced in time?
(vi) What did the project experience when technology was introduced?
(vii) What are the most common problems with technology?
(viii) What are the technologies used most and least?
(ix) Are you satisfied with the technology available?
(x) Which are the desired changes with the technology to make it more usable with the technology?
(xi) What approaches were used for transmitting technical aptitude?
(xii) What are the levels of acquisition of technical aptitude?
(xiii) What has been the degree of community involvement in the transmission of technical aptitude?

Key Informant Interviews

(i) What are the types of services offered?
(ii) What is the level of satisfaction?
(iii) Is the content adequate?
(iv) What capacities are needed for creation of local content?
(v) What capacities have been developed on creating local content?

Access

Document Analysis

(i) What is the total number of users by type(age gender, education, location etc)?
(ii) What services are they using?
(iii) For what purpose?
(iv) What is the frequency of use by type of users?

(v) Are users satisfied? If not why?

Focused Group Discussion

(i) What is the total number of users by type(age gender, education, location etc)?
(ii) What services are they using?
(iii) For what purpose?
(iv) Are users satisfied? If not why?
(v) Who are the non users(by type gender, age education, location)?
(vi) Why are they not using?

Key Informant Interviews

(i) What services are they using?
(ii) Who are the non users(by type gender, age education, location)?
(iii) Why are they not using?

Survey

(i) What is the total number of users by type(age gender, education, location etc)?
(ii) What services are they using?
(iii) For what purpose?
(iv) What is the frequency of use by type of users?
(v) Are users satisfied? If not why?
(vi) Who are the non users(by type gender, age education, location)?
(vii) Why are they not using?

Outcomes and Effects

Document analysis

(i) What is the total number of community members /organisations trained?
(ii) What is the number of individuals/organisations using ICTs for development purposes?

Focused Group Discussion

(i) What differences has ICT use made on
- Policies
- income
- Employment opportunities
- Learning and teaching

- Knowledge acquisition
- Productivity performance
- Service delivery
- Community participation

(ii) What are the undesirable effects? eg
- Loss of social and cultural values
- Loss of jobs

Key Informant Interviews

(i) What is the total number of community members /organisations trained?
(ii) What is the number of individuals/organisations using ICTs for development purposes?
(iii) What differences has ICT use made on
- Policies
- income
- Employment opportunities
- Learning and teaching
- Knowledge acquisition
- Productivity performance
- Service delivery

(iv) What are the undesirable effects? eg
- Loss of social and cultural values
- Loss of jobs

Community Participation and Response Instruments

Document Analysis(community Participation)

(i) What were the expressed needs of the community?
(ii) What were the relevant ICT needs?
(iii) Do you have documents that describe the process?
(iv) Which category of people were involved? Women youth farmers traders...?
(v) What was the selection procedure?
(vi) Do you have documents that describe the agreement between the community and the project?
(vii) Analyse and describe the nature of the agreement
(viii) What documents show the nature of community contribution?
(ix) Analyse and describe the nature of their contribution
(x) Do you have documents that show how community participation can be enhanced?
(xi) Analyse the proposals

Document Analysis(Community response)

(i) Analyse records on access community response
(ii) Analyse user logs overtime
(iii) Analyse records to access expressed feelings/attitudes
(iv) Analyse facility records on what information and ICTS have been used for e.g. email account
(v) Analyse user logs and suggestion boxes overtime.
(vi) Analyse the records/docs from community and ICT facility operators to identified expressed barriers.

Observation

(i) Observe the attitudes of communities at the ICT facility.
(ii) Observe the attitude of participants
(iii) Observe the level of ICT use within the community

Focused Group Discussions(participation)

(i) What were the expressed needs of the community?
(ii) What was asked about the needs?
(iii) Who was asked and how (i.e. groups)?
(iv) What was your role in the introductory process of ICTS?
(v) What is your current contribution? (Material, financial etc)
(vi) What are your current responsibilities?
(vii) How can community participation be increased?

Focused Group Discussion(Community response)

(i) What factors affect your use and non-use of the ICT facility?
(ii) What are the practices have emerged out of the ICTs in the community?
(iii) Assess the level of knowledge of ICTs
(iv) What barriers have you encountered inn the use of ICTS
(v) How can the identified barriers be reduced?

Key Informant Interviews(participation)

(i) Describe the process if introducing ICTs in the community?
(ii) What were the expressed needs of the community?
(iii) What are the gaps /lessons arising out of this process?
(iv) Was there a consultation process?
(v) Who was consulted?
(vi) What management structure has been put in place to ensure community participation?

(vii) What is the mole content?

(viii) What comments have you received about enhancing community participation
(ix) What is your view on how to enhance community participation

Key Informant Interviews(Community response)
(i) What factors influence/affect community response?
(ii) What attitudes do you observe/hear about communities towards the ICT facility/
(iii) Could you list and describe the practices that have emerged from these of ICTs?

Annex III Proposed Report Outline (Draft)

1. Introduction

- Background to the evaluation including rationale[1]
- The evaluation questions
- Definition/Clarification of Key Concepts
- The Acacia Project in the country/region
- Review of other evaluations and related literature[2]

2. The Evaluation Process and Procedures

- Description of the process
- Participation of key interest groups in the evaluation process
- Evaluation team composition and training (gender, TC staff etc.)
- Field work details
- Data analysis and interpretation
- Problems encountered
- Any lessons that emerged from process

3. The Context of Telecentres

- The geographical/physical location
- Demographic profile
- Socio-cultural and political environment
- Literacy and education
- Economic environment
- Technological environment

4. The Evaluation Findings

A. Major evaluation issues
    - Environment
    - Access

---

[1] Though this will be done as part of the synthesis report, each country should add country-specific input if necessary.
[2] Though this will be done as part of the synthesis report, each country should add country-specific input if necessary

- Content and relevance
- Sustainability, management and ownership

B. Country Specific Issues

5. Conclusions

- Achievement of project goals and objectives
- Lessons from the evaluation
- Recommendations

Annex Iv Pan African Telecentre Study: Proposed Workplan

	Activity	Proposed Duration	Proposed Dates	Remarks
1	Design/methodology workshop	3 days	August 21-23	Nairobi Kenya
2	Refinement of Instruments and design	5 days	August 28-31	Draft Instruments and design circulated
3	PAD for study		August 28 to September 9	PAD to cover all regional offices
4	Final Instruments(With final study design)	2 weeks	September11	Date for circulation
5	Training of researchers &data collectors	4 days	September 13-16	Kampala and other study sites
6	Pilot testing, including instrument and process review	3 days	September 18-22	Kampala and other study sites
7	Instrument refinement and preparation for data collection	5 days	September 25-29	Local research teams
8	Data collection	28days	October 2-28	Uganda and other study countries
9	Data cleaning and analysis	2 weeks	October 30- November 10	Local research teams
10	Report writing	3 weeks	Up to November 30(should begin from methodology workshop)	Local research teams
11	Local presentation workshop(of findings)	2-7 days	December 4-12	Aim: To validate findings and improve interpretations of findings and recommendations)
12	Completion of draft national/regional reports and submission of national reports to focal point		15th December	Submission deadline
13	Preparation of consolidated (continental report)t and translation	4weeks	December to January 2001	Aim: To consolidate national /regional research reports into one comprehensive report.
14	International dissemination	1 day	February 2001	International conference to present final report to public and or stakeholders in preparation for publication.

Annex V Participants List

	Name	Agency/designation	Country
1	Fred Carden	IDRC Canada	Canada
2	Alione Camara	IDRC WARO	Senegal
3	Alzouma Gado	ELSA	Senegal
4	Khamathe Sene	IDRC WARO	Senegal
5	Shafica Isaacs	IDRC ROSA	South Africa
6	Peter Benjamin	.	South Africa
7	Richard Kibombo	Makerere	Uganda
8	Meddie Mayanja	UNESCO	Uganda
9	Norah Madaya	Acacia Secretariat, Kampala	Uganda
10	Haji Suleimani Mulindwa	Nabweru MTC	Uganda
11	Ousmane Seye	Facilitator	Senegal
12	Ramata Theoune	IDRC WARO	Senegal
13	Birama Diallo	Timbuktu MTC	Mali
14	Amadou Diop	Trade Point Senegal	Senegal
15	Boubacar Niane	EIPA	Senegal
16	Amadou Daff	GADEC Senegal	Senegal
17	Eva Rathgeber	IDRC EARO	Kenya
18	Edith Adera	IDRC EARO	Kenya
19	Florence Etta	IDRC EARO	Kenya
20	Hezekiel Dlamini	UNESCO	Kenya
21	Sabi Muteshi	IDRC EARO	Kenya
22	Sheila Wamahiu	Facilitator	Kenya
23	Maria –Lily Davis	Translator	Kenya
24	Chantall Mariotte	Translator	Kenya
25	Kebba Jarju	Translator	Kenya
26	Joe Muhindi	Translator	Kenya
27	Linet Miriti	Rapporteur	Kenya
28	Gladys Githaiga	Secretariat	Kenya
29	Florence Waiyaki	Secretariat	Kenya

Annex VI (a) Workshop Programme Telecentre Study

DAY 1

Session	Session chair/facilitator	Time	Focus / Theme	Activity	Expected Outcome/Output
Opening		8.00-8.59	Registration	Each participant writes/enters name and full address in register	List of Participants
Welcome **Overview**	Fred	9.00-9.45 9:45-10:15	• Welcome & Opening • Welcome/Introductory remarks • Programme Review • Overview of Acacia projects	Address by Eva Rathgeber Address by Gado Alzouma Participants review programme (additions, deletions etc.) Presentation by E. Adera	Setting the cognitive stage
		10:15 –10:30	TEA COFFEE		
Scope of the studies	Fred	10.30-11.30	ICTS and telecentre studies	ERAs' Presentations	Khamathe/Florence setting the study boundaries
Working Sessions 1	Fred	11:30-12.30	Evaluation issues, questions	Participants raise issues, questions they (or the organisations/groups they represent)expect the evaluation study to answer	1. Big Questions 2. Small Questions 3. Purpose of Evaluation
		12:30-2:00	LUNCH		

1	Fred	2:00-3:00	Evaluation issues, questions (cont.)	Participants raise issues, questions they (or the organisations/groups they represent)expect the evaluation study to answer	1. Big Questions 2. Small Questions 3.Purpose of Evaluation
2	Sheila	3:00 –5: 15	Data Needs and Sources	Participants identify critical data needed to answer the questions and where they may be obtained	Consensus on data needed and sources reached
3	Sheila	5: 15-5:30	Methods (1)	Participants assigned reading to guide critical thinking the next day	Better informed participants on evaluation methods

DAY 11					
Session	Chair/Facilitator	Time	Focus/Theme	Activity	Expected Outcome/Output
Recap		8.30-9:00	Recap Day 1	ELSA coordinatorl presents major points of Day 1 discussions	General Agreement on questions, data needs, sources and methods
3	Sheila	9.00-10.00	Methods (II)	Participants identify methods and their strengths and weaknesses	1.Methods, approaches Identified/isolated 2. Strengths and weaknesses of various methods assessed
		10:00 –10:15	TEA COFFEE		
4	Sheila	10:15 –11:45	Methods (III)	Participants match methods to research questions	Achievement of consensus on methods for Telecentre Evaluation
5	Fred	11:45-12:30	Sampling (I)	Participants develop sampling criteria	Sampling criteria identified
		12:30-2:00	LUNCH		
5	Fred	2:00-3:30	Sampling (cont.)	Participants develop sampling criteria	Sampling criteria identified
5	Fred	3:30-5:00	Sampling (II)	Participants identify sampling size, type and match to methods	Consensus achieved on critical sampling decisions

DAY 111					
Session	Chair/ Facilitators	Time	Focus/Theme	Activity	Expected Outcome/Output
Recap		:30-9.00	Recap Day II	ELSA coordinator presents summary of Day II discussions	General agreement on methods and sampling
6	Fred/Sheila	9.00-10.30	Design proposal	Facilitator presents a consolidated study design	Consensus on Design
		10:30 –10:45	TEA COFFEE		
7	Sheila	10:45-12:30	Instrument compilation/construction	Participants assemble items from available samples into all instruments identified for use	Draft instruments
		12:30-2:00	LUNCH		
8	Sheila	2:00-3:30	Reporting Format	Facilitator presents proposal for general structure of reports	Consensus on Country reports structure
9	Florence	3:30-4: 45	Implementation	Focal point for study proposes an implementation procedure and timeframe	Consensus on tasks and timeframe
10	Gado	4:45-5:00	Closure		

Annex VI(b) Workshop Programme ICT study

Agenda Thursday 24th August				
Sessions/facilitators	**Times**	**Activities of the Session**	**Work Methods**	**Expected results**
General orientations	8.30-10.30	Agenda review Setting of the context, problem and objectives of the study: ICT and Community Development Presentation of the animation approach of the workshop on ICT and Community Development	Presentations ▪ Approach ▪ Agenda ▪ ICT and Community Development	Validation of the agenda Identification of the expectations Shared vision of the problematic/ objectives of the study
10.30 – 10.45 Coffee break				
Session #1 Theoretical framework: Evaluation major issues, big questions and sub questions Ousmane	10.45-12.30	Participants are working in small groups on the major issues, big questions and sub questions	Group work	Major issues Big questions Sub questions
Lunch break				
Data needs sources and methods Fred	4.00-5.30	Data needs sources and methods	Brainstorming Group discussion	Data needs Data sources methods

Agenda Friday August 25 2000 (day 2)				
Sessions	**Time**	**Activities of the Session**	**Work Methods**	**Expected Results**
Recap of day one Gado	8.30-9.00	Presentation of the report on day one Discussion and validation of the report	Plenary	Validation of the consensus on major issues, big questions and sub questions
Data needs data sources and methods Fred	9.00-9.45	Small group work on data needs data sources and methods	Brainstorming Group discussion	Data needs Data sources methods
Plenary Fred	9.45- 10.30	Small groups present reports	Presentation debates	Consensus on: Data needs Data sources Methods
10. 30 –10.45 am Coffee -Break				
Acacia projects Ramata	10.45- 11.15	Presentation of Acacia projects	Presentation in plenary	Characterization of ICTs and the target
Sampling Ousmane	11.45- 12.30	Regional groups work on sampling criteria, methods and size	Group work Presentation in plenary	Sampling: Criteria, methods and size
Lunch Break				
Sampling Ousmane	2.00-4.00	Regional groups work on sampling criteria, methods and size	Presentation in plenary	Consensus on sampling: criteria, methods and size
End of Day (Nairobi tour)				

Agenda Saturday 26th August 2000				
Sessions	**Time**	**Activities**	**Work methods**	**Expected Outputs**
Recap of Day 2 Gado	8.30-9.00	Presentation of report of day 2 discussion and validation of the report	plenary	Validation of the consensus on sampling
Tools and instruments Ousmane	9.00-11.00	Small groups formulated questions and propose instruments	Discussions	Draft questions
Coffee break				
Report Outline	11.15-12.30	Small group propose report format	Group discussion	Consensus on report outline Draft questions
Implementation Plan	2.00-3.00	Presentation of implementation procedure and time frame	Plenary	Consensus on the ICT implementation framework
Discussion on how to coordinate the 3 studies and possible integration **Close**				

Annex VII
Selected IDRC Funded Telecentre Studies/Resources

- A Guide to the start-up of multipurpose Community Telecentre Pilot Projects
- Methodology for Baseline Survey and Learning System for MCT
- Acacia Research Guidelines for Assessing Community Telecentre
- Global Telecentre Experiences: Case Studies and a Group Discussion
- Formation des questionnaires de prives a l'utilisation de l' outil informatique
- Community Libraries as Gateways for Information in Africa
- An Evaluation Framework for Assessing ICT Projects by IDRC Evaluation Unit Bellanet and Pan (ongoing)

Annex VIII Workshop Evaluation

Useful	Not useful	General Recommendations
▪ The team work process in the development of the design matrix ▪ Participatory nature of the workshop ▪ The interactive discussions ▪ The use of group work ▪ The logistics arrangement by the EARO office ▪ Energisers ▪ Discussions on the sampling methods ▪ The capacity building aspect of the workshop ▪ Overall mode of facilitation ▪ More friends and partnerships built and strengthened ▪ High level of dedication from participants ▪ The VIPP methodology	▪ Repetition of the telecentre workshop in the ICT workshop yet process was similar ▪ Sub groups with more than four participants not very efficient ▪ Discussion of the budget at the plenary ▪ The recap sessions	▪ The workshop report should be circulated to all partners ▪ The UNESCO and ITU logos should be included in all the evaluation documents ▪ Workshop should be broken down into sessions that have a human face (less stressing activities) ▪ Need to have a discussion on data analysis ▪ More discussion on conceptual issues ▪ ELSA coordinator should have given inputs from a centralised coordinators perspective ▪ Need to focus on earlier studies e.g. the Anne Whyte study ▪ Have a group of rapporteurs who will distribute the outputs after the discussions ▪ Important to have group reporting after group activities